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ABSTRACT

This booklet discusses the need for a developmental approach to the prevention of juvenile deliquency and crime in general. It presents an overview of the crime problem, mentions some common viewpoints concerning causal factors, and makes a case for the relationship between early life experiences and incidence of adult criminal behavior. The pamphlet describes research which supports the validity of this relationship. Another section deals with the question of treatment and intervention. The author believes that the interval between the ages of 6 and 10 is an appropriate time for preventative counseling and guidance. He cautions against waiting until after age 10 because chances of effective intervention are significantly decreased. He discusses a program in California in which counseling at the elementary level was used as a means of dealing with the problem of behavior discipline. On the basis of examining this program the author recommends that all elementary schools include counseling for delinquency prevention in their system. (BW)

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STOP CRIME BY 1984

HERE'S HOW

BY

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STOP CRIME BY 1984

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CONTENTS

CHAPTER		PAGE
	INTRODUCTION	1
I	STOP CRIME BY 1984 . . .	2
II	SUBSTANTIATING PAST EVIDENCE AND OTHER THINGS	10
III	WHAT AGE IS TOO LATE?.	16
IV	WHAT TO DO ABOU. IT . .	19
V	IT WORKS	22
VI	IN CONCLUSION	28
	SELECTED BIBLIOGRAPHY .	30
	ADDENDUM.	31

INTRODUCTION

Imagine a future in which we laid off all policeman, emptied all jails, closed all juvenile halls, shut down all reform schools, because all those law enforcement institutions had become no longer necessary. There were no criminals. Can you imagine such? All people had been conditioned in childhood to become law abiding citizens. All desire to commit unlawful acts had ceased. We had entered a Buddhist Nirvana. Would we be happy? There would be no contrast between "good citizen" and "criminal." There would be no criminals.

"When everybody's some body,
No one's any body."
Sir William S. Gilbert

Is there danger that we might stamp out crime so completely that it would be non-existant? What minimum amount of crime is necessary in society to make life interesting for all of us? I believe there will always be enough crime left, so lets begin now stamping it out.

Let's keep some fundamentals in mind. Begin with the little children because un-curbed delinquent children are the ones who grow up and become adult criminals.

Delinquency is usually a temporary matter if it does not start too soon.

Some children start showing delinquent tendencies sooner than others.

The age at which delinquency starts is an important variable because it correlates strongly with the duration of the delinquency. In general, the sooner delinquency starts the longer it lasts.

The school should not assume that if early delinquency is ignored it will go away. Delinquency should be treated and cured early, while it is still incipient and amenable to treatment. If it is allowed to go on it may get worse and become permanent or chronic. It may later lead to too much adult crime.

STOP CRIME BY 1984

The year 1984 will soon be upon us. We have only ten years to go. Those students now entering the third grade of elementary school will be graduated from high school in that year. Can we have a world relatively free from crime by 1984? Can we stamp out juvenile delinquency before it leads to crime? Can we get down to fundamentals and cause crime to become non-existant by 1984? That is an important question.

Most criminals who have been incarcerated for long periods of time, or who have been repeatedly incarcerated, started as delinquent children; they started small. When they were in the second, third and fourth grades, they broke windows, and were shop lifters, broke into houses and were petty thieves and stole anything they saw that they wanted if they could get by with it without getting caught. They were experts at picking locks. They stole from their childhood friends and from their adult associates. They had no qualms about telling lies. They damaged property and set fires and punctured automobile tires and ran away from home and from school; and were generally rebellious and defiant at civil authorities. When they reached high school age, their crimes increased, and blackmail was sometimes in their repertoire.

They needed early correction, but they didn't get it. Oh yes, most of them, while in the lower grades of elementary school, had repeatedly been brought before the juvenile authorities, and had spent some time in juvenile hall or in reform schools, or in other detention facilities. But those facilities and institutions did not correct. They did not reform. They did not prevent those children from becoming future criminals. It seems to be part of our American folk ways to let young delinquents mature into adult criminals. It is a modern civilized custom. Those "corrected" children continued in their deviant ways and showed criminal tendencies all the way through elementary school, and on through junior and senior high school. Later, when they became adults, they continued

to break laws, and now fill our jails and prisons.

Such children usually show their rebelliousness early in life. The causes may be many, and are not easily determined. The causes may not be apparent on the surface. Their actions may be symptomatic of deeper trouble. The school receives children already damaged. They have been strongly conditioned by their past. It may be that they were abused and ill-treated, -victims of parental mismanagement. (That's what the parents did to them). Or it may be that they had extreme liberty due to permissive parents. Extreme liberty usually results from lack of interest on the part of the parents, with consequent lack of home discipline and guidance. They may have lacked careful, loving correction. They lived at home, where they took board and room with their parents, and got their other physical needs taken care of. But that was all they got. The parents cared for the body but not for the heart and mind. In so far as human children are members of the animal kingdom they were well taken care of.

-In some cases the children were living with a parent who was cohabiting with another person who was not the legal spouse. In some cases both parents were working, and the children ran wild before the parents got home from work each day. Sometimes there was only one parent available, because many were from broken homes caused by divorce, desertion or death. Divorce, desertion or death can damage some children. Sometimes a parent was away in jail, or longer in prison. Some children were illegitimate. Some were not wanted. They became outcast children. However, in fairness it must be admitted that in some cases, single parents do an excellent job at child raising; others do not. Some children come from alcoholic homes. Some had illiterate parents. Some were living almost in poverty. Some foster homes are excellent for child raising, others are not. Some rebellious children have been moved successively through several foster homes. Some parents were psychotic, and they taught their children to be psychotic. In the case of children with over-permissive parents they scarcely ever, or almost never, had been restrained. Consequently, when they entered elementary school, the attempted

restraints were something new; they resisted and rebelled. In group situations (school for instance) each child cannot have unlimited liberty. Civilized society requires some restraints on the part of its citizens. That should be taught early in the elementary school, and not assume that if early delinquent tendencies are ignored they will go away. If delinquency is allowed to go on too long, it may become permanent or chronic. Whatever may be the many causes of delinquency, it is important to notice that tendencies toward future crime show up early in life, even while those children are in the lower grades of elementary school or even in kindergarten.

Of course, a few (a very few) are exceptional and excusable in that they have an XYY chromosome pattern which pre-disposes toward crime and violence, and consequently later in life incarceration results. That accidental chromosome defect is determined before birth. They are severely handicapped, but not responsible. They naturally cannot channel their aggressions into acceptable channels. Those kind are not considered herein. This paper deals only with the great majority who have the normal XX or XY chromosome pattern. With them, criminal behavior when present has been learned and is not inherited. They acquired malformed personalities after their birth. As the saying goes: "Criminals are made and not born." Another saying goes: "There are no delinquent children, only delinquent parents."

So much for the group of incarcerated criminals and severely handicapped people. Now, lets consider a fairly large sample of average, ordinary, middle-class American adults who form the leading, peaceful, responsible, fairly successful and reasonably happy great majority. We admire them. Let's look into their past. What do we see? Any skeletons in any closets? Plenty! A portion of the ordinary average citizen has committed some delinquent acts and has had some troubles with the law and with the school authorities. Their delinquent acts however were not usually committed very often and were not of great severity, but they happened, and were severe enough to require special attention on the part of the school and/or law enforcement authorities. Those

acts usually happened in adolescence at which age the young folks acted out and cut up; but later when they became more fully matured they outgrew or overcame that kind of behavior. They then took on adult responsibilities and carried them successfully. Their delinquent tendencies were left in the past, and they became good citizens. Notice the difference between this group and the formerly considered group. Most of this latter group did not start to commit delinquent acts until they reached adolescence; at which time their new hormones began flowing and new behavior patterns resulted. They then committed some delinquent acts. The other group, however, started to commit their delinquent acts earlier in childhood (considerably before puberty arrived), and they continued committing delinquent acts as teenagers, and continued in delinquency in high school and on into adulthood. They were potential criminals in the lower grades of elementary school, and they became adult criminals later.

The age at which children start showing delinquent tendencies is an important variable. It correlates strongly with the duration of delinquency. The sooner delinquency starts the longer it lasts and may become permanent or chronic.

Delinquent teenagers can be put into two classes; (one), those who started committing delinquent acts in earlier childhood (usually in the lower grades of elementary school), and (two), those who did not start committing delinquent acts until later, usually not until after puberty arrived. Those who showed delinquent tendencies earlier in childhood, often became hardened criminals. From earlier childhood they were already sociopaths. This form of delinquency could be called chronic or pernicious delinquency. But the others who did not start committing delinquent acts until after puberty arrived, usually, when grown up, became law abiding citizens. This latter form of delinquency could be called temporary delinquency.

The age at which temporary delinquency shows up in school with some may be as early as 10; the average age of its first appearance is about 12.5. Most chronic delinquency shows up earlier; nearly always before

age 10 and usually before seven or eight, and sometimes in kindergarten or first grade. The average age of first appearance of chronic delinquency is about 9.5 years. Note the spread of about three years from 9.5 for chronic to 12.5 for temporary delinquency. Less than one-tenth of the few non-chronic delinquents start their misbehaving at 9.5 years, yet by that time fully half of the future chronic delinquents were already misbehaving, and about half of them had already had their first brush with the law. Obviously there is a way in which potential criminals (chronic delinquents) can be spotted and screened or sorted out from the other children in elementary school. They could be identified for special treatment while there was still hope for their correction, and a brighter future for them.

If the screening or sorting out is delayed until after about the ages of nine or ten, there might be some overlap into the very small group of misbehaving non-chronic cases, and the otherwise group of pure chronic delinquents would be slightly contaminated or diluted with a few non-chronic ones. Therefore screening should be carried on when all children are not older than nine or ten years of age.

Corrective and preventative measures early applied would be better than the usual repair jobs applied or attempted on them later. The treatment period would be of shorter duration and less expensive than the otherwise long period of incarceration later in adult prisons at public expense. There may be some truth to the cliché that "an ounce of prevention is worth a pound of cure."

Potential criminals are still being born every day. Crime is on the increase. As previously stated, most criminals now in adult prisons were once delinquent children who went through the customary juvenile courts, and the customary juvenile halls and the customary reform schools. If they were youths out on parole or probation they were supervised by the customary parole or probation officers. Many later returned to jail or prison. Some corrective measures, different than the customary, should have been applied; and should have been applied early, and made strong to

intervene and re-direct them. That should be done before correction became extremely difficult or almost impossible. Age ten or eleven is usually too late. Often we sit idly by and excuse too easily the deviant acts of little children. By repetition their channels of delinquent behavior become deeply eroded and chronic. They apparently cannot conform to society's legal code, and society suffers later on. They become repeaters in crime, and we cage them up.

Some people say that in order to prevent future crime all we need is more and stiffer laws, more and stricter police, more juvenile authorities, more juvenile courts with more juvenile judges, more juvenile halls and more juvenile punishments. That is old fashioned. Such treatment has been tried for thousands of years and it did not cure.

Punishment of juvenile offenders is apt to make them worse. It often makes them retaliatory and more antagonistic, and sets them even firmer in their delinquent ways. They plan to "get even" as soon as opportunity permits. Such treatment is not only a waste of time and money, it is a waste of human potential. Many schools go on, "business as usual," tolerating misbehavior in the lower grades, then later spending considerable time and money on psychologists and counselors at the high school level, hopefully then to repair and correct them. About the only ones they repair and correct at that age are those with temporary delinquency. That kind can be cured fairly easily, but not the chronic kind,-that kind has become deeply set in delinquency from earlier childhood.

Elementary school pupils would be easier to handle and more cooperative; more flexible, more reliable and more amenable to treatment and correction than are adolescent high school pupils. High school counselors have difficulty with some recalcitrant pupils. Possibly those psychologists and counselors, particularly child guidance counselors, should instead be employed at the elementary school level where hopefully they could intervene with the few who are otherwise destined to become criminals and divert them before change becomes extremely difficult or almost

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impossible. That is the psychology of priority. The portion needing such special treatment, I think would be only about two or three or maybe four percent of the whole elementary school population. Those children in need should receive treatment when they first show anti-social behavior. While being treated they would continue to attend school, live in their homes and receive the treatment at school instead of being transported and confined in a "corrective" institution. That would be less expensive than the customary procedure.

There would be less high school delinquency today if the elementary schools had been on the job earlier in this respect. And there would be less adult crime and violence extant fifteen or twenty years from now if the present recognizable small percentage of elementary school pupils were screened and specially treated. Treatment, I believe, could be effected in spite of a bad home situation, even while they were living at home. The cost for salaries of the psychologists and child guidance counselors in the elementary schools might be less than the later cost for repairs to school property damaged by vandals. Taxpayers might be interested in this. Early treatment would be humane as well as pragmatic and economical. But it is a controversial subject.

To screen and treat this small group of otherwise delinquency-bound children before their delinquency becomes chronic might cause some parental uprising. Some parents would oppose any attempt to modify their children's behavior. It would be that old, old struggle: the freedom of individuals versus the welfare of society and the rights of little children. Many parents, though a noisy minority, would oppose any such school intervention and say it was Orwellian and contrary to parental rights, contrary to parental perogatives and authority. "Delinquency is a family affair and the school should keep out of it. A man's home is his castle." To change them would be an infringement on the home,--an invasion of privacy. Some might oppose it on religious grounds. There might be an uproar. But I believe the school could stand a little opposition, and a little criticism in this

respect. As it is now, for the sake of peace, some schools are bland. They fear criticism. They would not hassel with this minority parent group. They go blissfully along neglecting those children or shunting them off into juvenile halls and allowing them to become future criminals. Peace at any price. How long will this go on? When will public opinion protest against it?

For the future of civilization, and "to secure the blessings of liberty to ourselves and our posterity," preventative treatment should begin at once as soon as the otherwise chronic delinquents are spotted, while they are still at an impressionable age, nine or eight or sooner. Criminals are then in the making or in the breaking. What are we waiting for? What will this country be like in 1984? The future is being made right now. The proper time to cure delinquency is while it is incipient. Stop crime as near to its source as possible. The child is the future adult. We can influence the future by what we do with the children today.

The foregoing figures are approximately those of accepted authorities cited in the following.

SUBSTANTIATING PAST EVIDENCE AND OTHER THINGS

The foregoing reads like fiction. It makes statements without any substantiating evidence, and it offers no proofs. For formerly recorded basic data we refer to the works of Drs. Sheldon and Eleanor Glueck, the husband and wife team who are well known in the field of criminology, and to the works of Dr. Robert J. Havighurst who is well known in the field of education, and to the works of the late Eric Berne who was a noted psychologist and psychotherapist. Those authors have published many books. My understanding of some of their works is recorded herein. A paper by Mr. Robert R. Schmoll, Director of Special Services for the Bakersfield City School District at Bakersfield, California is also referred to.

The Gluecks are a husband and wife team working at Harvard University in Boston, Massachusetts. They have made an extensive study of juvenile delinquency, using a staff of anthropologists, physicians, social workers and statisticians. It has always been well known that the majority of adult criminals began their anti-social careers as childhood delinquents. The Gluecks made a study to determine when delinquency starts, its causes, and how it develops. Their collection of data covered a period of nine years, 1940 through 1948. They studied a group of 1,000 boys ranging in age from 11 to 17 at the time the work began. The population studied consisted of two groups: a group of 500 delinquent boys for comparison with a matched group of 500 non-delinquent boys. The 500 delinquent boys were boys in custody at two correctional schools in Massachusetts, and the non-delinquent boys were 500 typical school boys from the public schools of Boston. The boys in the two groups were matched as nearly as possible by age, family background, general intelligence and environment. Extremes were not selected for observation and study. Both groups were given extensive psychology tests and interviews. Also Rorscharch (ink blot) tests were used. The large battery of tests and interviews covering 149 items, were given to each of the 1,000 boys, and the resulting basic data were collected and studied. A grand total of more than 400 factors was considered.

Their parents and teachers were also interviewed. This work was pioneering in that it never had been done before. The Gluecks worked with boys, but similar work with girls would probably show similar results.

The results were published in 1950 in a book titled, Unvailing Juvenile Delinquency. And a condensation of it was published by Harper and Row (1952) titled Delinquents In The Making. This latter publication is referred to herein.

It is important to notice that these two groups of boys were fairly well matched in circumstances and I. Q.. All the boys came from rather deprived or under-privileged neighborhoods. Half of them had become delinquent, the other half had not. Why? Other differences were obviously more influential. Even in under-privileged neighborhoods most boys do not develop into delinquents.

Except for a very few they all had an I.Q. between 90 and 110. The delinquents averaged 92 and the non-delinquents 94, which is not a significant difference. The Gluecks concluded that "book learning" does not play an important role in character development. Some boys lacked motivation and interest in school, and they were the ones who persisted in misconduct. All schools teach physical education but not many really stress character education.

A study of the differences between the two groups gave clues to spotting potential criminals at a critical early age.

Most of the delinquent group showed evidence of delinquency before their eleventh year. Some showed delinquency in kindergarten. A total of 88 percent unmistakably showed delinquency before puberty. About one-half of the delinquent boys had their first brush with the law before age 8. The average age of onset of their delinquency was 8.3 years. Remember these were boys in boy's reform institutions when they were studied and interviewed. They had already been classified or certified as delinquents.

A small portion of the 500 non-delinquent boys, 86 of the group (17 percent), also committed some delinquent acts. But corrections therefor, immunized them against committing additional delinquent acts.

They were not classified as delinquent boys in that they had never been institutionalized for any such acts. The average age at which the 86 non-delinquent boys started committing offensive acts was about 11 years which was considerably later than in the case of the delinquent boys. The data showed that delinquency is usually a temporary matter if it does not start too soon. Such boys are not usually potential criminals.

The work showed that over half of the potential criminals could be spotted by about age eight or nine. Their disobedience, sullenness, defiance and impudence clearly distinguished them among the usual run of children of that age.

The period from age six to nine is not so much a period of ignorance and innocence as some people think. They "educated" each other pretty well in some respects. Some parents, if they knew, would be horrified at what the children picked up. Also they learned at an early age that thrown rocks break windows. They delighted in this. They were not hard to spot. They also revealed themselves by being less attentive; more often they were tardy or truant; less reliable, more careless, lazier; less truthful; and more inclined to show off to attract attention. Also they usually started to smoke and drink at an earlier age. The delinquency-bound ones had an uninhibited drive for dangerous adventure, such as jumping off of high places (usually on dares); they couldn't stand to be called "chicken". Consequently they had more severe accidents. And when they become teenagers they will have a high rate of automobile accidents,-some fatal. They were also noted for setting fires, running away from home, and keeping late hours and breaking curfew laws. They prowled around at night and collected booty. Later they usually sold it. (Bicycles lying in front yards at night are very vulnerable.) Later, some of these children will steal automobiles. If the father was living at home, the boys usually were not closely attached to him, and they did not admire him. Some said they hated him. (In depth psychology this may be indicative of an unresolved Oedipus complex.) They had their own ideas about what constituted right and wrong. They opposed and broke laws

which said, "Thou Shalt Not." Early in life they took a position that "fortunate crime is a virtue." After a few successful "crimes," it was difficult to convince them that "crime does not pay." Their anti-social acts were rewarded and reinforced by success. They bragged about their accomplishments. Criminal tendencies became deep seated in their personality. To get caught in a crime is a sin, otherwise crime is a virtue.

Some people say that gangs create delinquents, and that if we could break up the gangs there would be no delinquents. Not so. Small children do not form gangs. When delinquents group together to form gangs they have already been delinquents for several years. The Gluecks found that half of the members of gangs showed delinquency before they joined the gangs. So the gangs did not cause their delinquency.

Young delinquents tend to resemble each other in character traits which helps to distinguish them from among the non-delinquents of their own age. This also makes a science of behavior possible. Probably different early experiences influenced and differentiated them.

Good character is to a large extent the result of good training. Alternatively, the lack of training allows poor character to develop. Delinquency sometimes runs in families. Some delinquent children had delinquent parents who had delinquent parents. While good parents usually had good parents and they now have good children. This may be because children raised in homes without love grow up and form homes without love and raise more children without love. Unloved children beget unloved children. In pre-school children, home training and love are crucial. Home discipline and affection and cohesiveness of the family are important in character development. The Glueck's data showed there was more instability of the family in the case of the delinquent boys. About 60 percent of the homes of the delinquent boys as compared with 30 percent of the homes of the non-delinquent boys had been broken by divorce. In each case the boys were under five years of age at the time the marital break occurred. Almost 20 percent of

the delinquents compared to 10 percent of the non-delinquents had been conceived out of wedlock. The parents of six percent of the delinquents compared to two percent of the non-delinquents had not married even after the boys were born. Some of these boys may not have been wanted, and they may feel they are not wanted. They may feel unloved. Many people who are not capable of raising children have indulged in procreation and society is recruited from their offspring. These data were collected over 30 years ago.

Incidentally, higher figures would probably be found today because the home has been weakened and consequently is less influential. Hence the generation gap. There has been an increase in the extent of divorce, desertion, and sexual permissiveness. One cry of some modern youth is: "Freedom NOW! Squares are stupid." They disregard the nature of civilization. It has been said that they freely express primative impulses inherited from Pleistoscene people. They want to do their own thing NOW. Conscience disappears. Restraint is out-moded and free love sanctioned. Sometimes unwanted babies result. Forced marriages are increasing. The divorce rate in the U. S. A. is also increasing and now approaches 50 percent. The divorce rate among teenagers who marry probably exceeds that percentage by now. Many of them have babies to raise. Disregard for what was formerly called "morality" is increasing. Marriage is not considered so important any more. Juvenile delinquency is also increasing. Is there any casual connection? A large portion of teenagers in reform schools are from broken homes. It may be that unstable, bickering homes have a tendency to turn out more delinquents, while affectionate, stable homes may turn out less. This may be one contributing factor. Some people say it is a matter of no importance, while others say it is a matter of major importance. Many different factors are present in influencing the character and personality of children, teenagers and adults.

The school is in an advantageous position to screen and spot young delinquents before they get worse. The opportune time (maybe the only time) they can be helped is while they are children.

The home, the church and the juvenile institutions in general are not doing a good job at correction. To prevent delinquency, therapeutic measures should be applied by the school to those early offenders. The school has in its attendance all the children of all the parents, several hours each day, five days per week and nine months per year. That is a lot more waking time than those children spend in the company of their parents. The school is the outstanding public institution that is interested in children, and it could be enormously influential in delinquency control. Because of its unique position, and of its authority, the school should be charged with the prevention of childhood delinquency in order to prevent later adult crime. That task belongs to the elementary school as much as does reading, writing and arithmetic. The young offenders should be rescued while there is hope. To repeat: the school with its obligations of child development is the institution to do this. That deviant minority group needs "special" education young.

In the lower grades of elementary school, the potential criminals may be very destructive, and they may be vulgar, anti-establishment, and sociopathic, but they are small, young, weak, helpless, dependent and needy.

The closing statement in the Gluecks' book is as follows:

> "If we recognize that this problem is not merely one of "Lad" boys needing to be punished to make them "good", or even of misled boys needing to be treated kindly to make them "reform" but rather of disorders and temperament, personality, and character with an even more complex causative system than exists in many diseases, we will at least approach the problem with an attitude and insight that give every promise of the ultimate achievement of effective remedies and preventive programs.
>
> "Such an attitude and such an insight may be summed up simply in the recognition that in the eyes of science there are no "good boys" or "bad boys" but only children who need less help in growing up and those who need more."

With the proper help they should all be good guys when they grow up, not good guys and bad guys.

WHAT AGE IS TOO LATE?

Relative to the matter of the necessity of beginning corrective or preventative measures at an early age, reference is made to the work of Dr. Robert J. Havighurst of the University of Chicago, who is a well-known social scientist and educator. He has published many books. He and a group of assistants observed and tested each of a group of 68 white boys and 76 white girls all of whom had been born in the year 1932, so all became 10 years of age in the year 1942 when the work began. For more intensive study, a representative sample of 35 of that group was selected for special observation. They were all residents of a midwestern U.S.A., chiefly agricultural town of about 10,000 inhabitants. All attended the same schools,- elementary through high school, so all had the same peer and school influences, but of course they had differing home environments both before they attained the age of 10, and all the while during the testing period. The intensively studied (35 children) came from homes of differing social standing, differing backgrounds and differing amounts of education, differing financial standing and so on, but all were typical, normal, American children, such as might be found predominating in most any typical agricultural town. There were no extremes among them.

The object of the work was to study and observe the growth and development of character as shown by the developing conscience and moral values in these children with the passing of time. For this purpose they were tested at equal intervals (every three years), at ages 10, 13 and 16, e.i. in years 1942, 1945 and 1948.

When they were tested for the first time at age 10, some showed strong desirable character traits, some showed intermediate and some showed weak. When each member was again tested three years later at age 13, it was observed that those who initially scored strong in desirable character traits still scored strong; and those who at age 10 scored intermediate still scored intermediate and those who initially

scored weak, still scored weak at age 13.

Another three years later (at age 16) they were all tested again. Here also, those who scored strong at ages 10 and 13 still in general scored strong at age 16; and the intermediate ones still scored intermediate and the low ones still scored low. They could not be tested again at age 19 because by then most of them had graduated from high school and had moved away.

Computed statistics for the two intervals of three years showed that practically no change in conscience and moral values occurred between age 10 and 16. Those who initially scored intermediate or weak did not improve with the passing of time in spite of the fact that they all had school influences, and most of them were members of church groups and of such youth organizations as Girl Scouts and Boy Scouts, etc.

The changes that Dr. Havighurst and Associates were looking for, and probably expected to find, did not occur. Possibly the tests should have been started when the children were considerably younger. Ten years of age was obviously too late. The conclusion is that the basic character of children had already been formed and is practically set by age 10 or possibly considerably younger. That is a matter of great importance in child development. In one way the work was a failure, in another way it was a great success.

The consistent parallel findings could probably be extrapolated with considerable confidence several decades into the future with practically the same prevailing character differences. What children are like at age nine or ten is a good indication of what they will be like ten or twenty years hence. The findings of Dr. Havighurst, et al seem reasonable. The work was published in current scientific journals during its progress and finally in the book, Human Development and Education, initially published (1953) by Longmans, Green & Company, then later referred to and summarized in the book, The Psychology of Character Development, by Peck, R. F. and Havighurst, R. J. published (1960) by John Wiley & Sons,

Inc., N. Y. The latter publication is referred to herein.

If you want to re-shape plastic material, start before age 10; otherwise you would be working with the finished product which is hard to re-shape.

WHAT TO DO ABOUT IT?

What period of life is open for change in attitudes, conscience and moral values? The late Sigmund Freud taught that the experiences a child has during the first three or four years after birth were critical in personality and character formation. By age three or four some have become firmly fixed as anal, or oral, or genital personalities. More recently however, the late Eric Berne in his book, What Do You Say After You Say Hello, (published by Groves Press, Inc., N. Y.) wrote about the "plastic age" or the "plastic years." That interval of time from birth up to age six he called the "plastic age," because he claimed that during that period a child is still pliable and can be influenced one way or another and in fact is influenced by all that he has contacted. He reaches age six as a product of "all that he has met." He has internalized what he has experienced and what he has been taught. Much of the teaching is, of course, non-verbal because prior to age six he was an imitator: particularly he imitated his parents and peer associates. By age six he has made important decisions, and he has his own attitudes well formed. After age six he is set in his ways. By then the plastic age is past, the plaster has become set. Thereafter he resists change. Or if change is accomplished at all it is accomplished only with difficulty. By that time the child's "script" has been written, and in most cases he simply acts it out during all the rest of his life, so stated the late Eric Berne.

Everybody will admit that early childhood experiences and early decisions go deep, nevertheless there is an interval between the age of six and the age of 10 in which I believe that children are still somewhat flexible; or at least flexible enough to be influenced further. If a child has acquired antagonistic attitudes and is now at age six, seven or eight, I believe those attitudes could be changed. Or if he holds erroneous decisions about himself and others, I believe that some other person who is significant in the life of the child could lead him to make new and different decisions, although change may be difficult. It needs the human touch, preferably of someone who is close to the child.

New ideas could be imparted by someone who is a model for the child. New ideas would replace the old ideas. Those new ideas would become internalized as part of the child's new conscience, and would assist in his future guidance,-his self-guidance. By age six he may have acquired a set of values which is at variance with the values of society as expressed in our laws. If so, he must be lead to discard his old values and accept new ones. That is necessary if he is going to get along amicably in our culture. After he accepts the new they would become a part of him and he would feel autonamous in following them. Between the ages of six to 10, I believe the conscience is still amenable to change, and is still forming. That period preceding puberty has been called "middle childhood;" it comes next after the so-called "plastic age." The period of middle childhood is the period that coincides with the so-called (or erroneously called) "sex latency period" by Freud. It is the period in which most potential criminals first show their delinquent tendencies. That is the period in which intervention should be made in order to cause those children to become different than they otherwise would be. I believe it could be done. In fact, Eric Berne, who was an M. D. and a psychiatrist, successfully treated psychotic adult patients and cured them by counteracting injurious experiences they had received during the "plastic age." So change can be accomplished with adults. I believe it could be even more easily accomplished with children before they reach the "point of no return." That which went into a child's head before he attained the age of six I believe is not irreversible. But such change is difficult, and becomes more and more difficult with the passing of time; and by age of 10 has become very difficult. If more school psychologists and child guidance counselors were employed in the elementary school, their salaries probably would be offset by the savings in expenses that would otherwise be required to repair damages later done by delinquent teenagers. And the expenses for jails and prisons would be decreased. In addition to economic gain, there is public safety and tranquility to be considered, and justice for needy children. It would require lots of work, but such work may be necessary; it may be necessary for the survival of

civilizatic . into the year 1984.

For more detail the reader is advised to read the published works referred to herein, if he has not already done so.

To repeat, waiting so long as until all children become 10 years of age before screening them would be a mistake for the following reasons: (one) to identify the potential criminals from among the other children at that age, would be difficult and possibly inaccurate because a few of the temporarily misbehaving children might be classified with the potential criminals, and (two) corrective treatment if deferred until the age of 10 might be more difficult and less effective than if instead it had been started two or three years sooner.

Note, previously I entirely avoided the occult. The foregoing neglects to mention that some people (a few) undergo an almost miraculous change in which "all things become new;" the old is successfully put away. Former delinquency stops. A flash of insight comes. The outlook changes. Perhaps a deeply moving "mountain top" experience has been had. An unexplainable peace, joy and determination enters. Strange, this type of experience sometimes follows or accompanies either a very pleasant experience or the opposite; as for instance a deep sorrow, a loss or disappointment; or sometimes a pleasant religious experience. Such things happen to some people (a few) and are effective in re-orienting them. But for the great majority a scientific approach is needed; new knowledge must be imparted. Social scientists stick to mental therapy, Skinnerian conditioning and such things; but along with all that there is needed the human touch and caring for little children by trained people who are knowledgeable in understanding them. Some kids need a new deal compared to the way they were treated in the past.

IT WORKS

Some County schools offices in California have a few psychologists who visit outlying schools occasionally to advise teachers and give tests to children. And some school districts refer troublesome children to private clinical psychologists at school expense. In some instances there is an arrangement between the school district and the mental health department to provide counseling for small children. Many unified school districts have a few professional counselors on the staff, but they chiefly work with the high school youth and not with the little children. And some elementary school districts have professional psychologists on their regular staff for the purpose of evaluating children to determine whether or not they should be diverted to programs such as the educationally handicapped program or the mentally retarded program; but not to counsel children with behavior problems. However, some districts do have child counselors in the elementary school, and I have heard that more are doing it, or are planning to do it, although I don't know how many there are in California at the present time. I have heard that it is in use at several California schools including: Long Beach, Cupertino, Rancho Cordova and Bakersfield City Elementary School District. This latter can be taken as an example of a school district that does its own elementary school counseling.

Regarding that district, the California Public School Directory for 1973 shows there was a total of 20,150 students enrolled in the various schools: 26 kindergarten-through-sixth-grade; and eight seven-through-eight-grade schools.

This summer (July 24, 1974) I was in attendance at a public meeting in Bakersfield held by the State of California Assembly Select Committee on Juvenile Violence chaired by Assemblyman Julian Dixon at which several people spoke and gave papers. One was Mr. Robert R. Schmoll, who is Director of the Department of Special Services for the Bakersfield City Elementary School District. All acts of violence occurring on the school grounds and during school

hours in that district come to his attention. The principals reported such matters to him. Out of the more than 20,000 students in kindergarten through eight in 34 schools, the principals' reports last year show the following:

	Behavior Discipline	Faulty Attendance	Suspensions	Attack Assault Menace
Elementary	241	425	473	19
Junior High	180	629	1,073	7
Totals:	421	1,054	1,546	26

Of course there were minor infractions that did not get reported. In the above table many of the pupils were repeaters, so often there were multiple reports on the same children. Only 26 pupils (about one per thousand) was reported for attack, assault or menace toward school employees. This school district of over 20,000 has only an average of two or three pupils per month in Juvenile Hall.

I obtained a copy of Mr. Schmoll's paper from which I quote:

> "I would like to think that our problems and acts of violence are fewer because of our counseling program. We have had a program of elementary counselors in all schools for 29 years.
>
> "Small K-6 schools with fewer than 18 teachers have 2 or 3 days service, K-6 schools with more than 18 teachers have a full time counselor, and junior highs have two counselors. These people have credentials and receive in-service and supervision from our department. Their programs are both preventative and curative. The district averages approximately 12 to 15 exclusions yearly. Many districts our size are excluding 300 to 400 students each year under the exemption, exclusion, expulsion laws. Our counselors often act

as child advocates when the child is in conflict with peers, teachers, family. Potential problems can be detected in the early grades and given attention before the small problems turn into angry, frustrated teenagers who wish to get back at society, parents and life. The district has also had a number of schools in training under the Glasser program. School counselors and department staff are continually involved in different in-service programs dealing with self-concept, behavior modification techniques, values clarifications, etc.

"What is ineffective? Who knows? Anytime a child comes into conflict with school or society something has been ineffective with that child. He enters school with most of his vocabulary developed, his self-concept well formed and with his knowledge of right versus wrong firmly established, and we in the schools can only hope that the parents have done their jobs. We can then help clarify the child's values with him and hopefully provide a climate conducive to learning and self-fulfillment.

"What can be done by legislature? I could plead for more teeth in the attendance and truancy laws, for more facilities at the probation department for handling severe cases so that the juvenile offender isn't released before the arresting officer can complete the forms at the intake desk. These are "after the fact" things. I would rather suggest state monies be expended for counseling services in the elementary schools. Dr. Wilson Riles named this as one of his priorities. It will take financial motivation to make his dream the state's reality. I would also suggest legislation to change the entrance age for kindergarten. All of the research tells

> us that boys are 5 to 9 months behind girls developmentally at kindergarten age. 80 to 90% of the reading problems in this and any other district are boys. Research also tells us that boys are not developmentally ready for many of the tasks required no matter how much we individualize. Compensate districts for the financial loss due to drop in enrollment that first year. Less failure would lead to students who are less frustrated and less angry with themselves, the school, their parents. Their self-concepts are severely damaged. Their impulse control is low. They are fighting back and we term it Juvenile Violence."

Thanks to Mr. Schmoll and to the Bakersfield City School District for permission to quote the foregoing.

Notice that the Bakersfield District which includes elementary and junior high has only about one per thousand of the school population in juvenile hall, and excludes or expells only 12 to 15 pupils yearly for major and repeated offenses, whereas many similar districts the same in size are excluding or expelling 300 to 400 pupils every year, about 25 times as many. The ratio of counselors to teachers is about one-to-eighteen. The program has been in use for 29 years. It has had a good trial. The relationship between early counseling and decrease in juvenile delinquency has been empirically established, so this memorandum is not based entirely on assumption and presuppositions.

Mr. Schmoll pointed out that primary grade boys are not ready for reading as soon as are the girls their own age, yet the school tries to force them along in competition with the girls. They fail from the beginning. Their self-image is damaged. I am wondering if this may be the reason why there are substantially more delinquent boys than delinquent girls. Could the rate of their delinquency be con-

siderably decreased if the natural delay in boys' age-of-reading-readiness were respected?

If we respected the difference in "age of readiness" boys wouldn't have to worry about catching up, they would be on more of an equal par with the girls who are then one year younger chronologically. With readiness comes attention, understanding and a decrease in frustration and acting out behavior.

The special advantage of starting girls to school one year sooner than boys was brought out in my publication Life Styles and Sex (1971). In a Utopian society (page 54):

> "Girls mature sooner and faster than boys, so the girls start school one year younger than boys."

This was also mentioned in my publication, Wife Styles and Life Styles (1974). In that Utopia (page 5):

> "Since girls mature sooner than boys, they start school one year younger than boys do; consequently they are one year younger than the boys in each grade level. This is a step toward equalizing the otherwise inequality of the sexes. To put the six-year-old boys in the first grade with six-year-old girls would be very unfair because young boys cannot compete equally with girls their own age."

The difference starts early in life. In a pamphlet titled: That Reminds Me. A Second Story Book, by P. K. Howdck there is this statement:

> "It is a documented fact that girl babies start talking much sooner than boy babies. With a headstart like that, few women lose the advantage gained and the boys never catch up."

To that I somewhat disagree. It might not make much difference if they did or did not catch up. In a sex equalized school, with girls initially starting one year younger than the boys, I believe some of the boys along the way would catch up and pass or even surpass the girls their own age if promotions at mid-term or grade skipping were allowed. And with the consequent less frustration and better school adjustment all boys would become better readers and would be less inclined toward delinquency.

IN CONCLUSION

Probably many other elementary school districts in California will soon be having elementary school counseling approximately the same as Bakersfield and some other schools now do.

In curriculum development and goal setting, all elementary schools should plan ahead and include counseling for delinquency prevention as one of the needed goals to be reached as well as goals to be reached in reading, writing and arithmetic.

It is thought that this memorandum may be of interest to school personnel, juvenile authorities, and to parents and others interested in children, and that it might be of interest to some college students majoring in Education. It might even draw ire from a few people, but I can stand that if we can stop crime by 1984.

We try to protect children from knowing about the ways of the world and from knowing about crime and violence; but try as we might, all children, no matter how "nice" they are, get subjected to temptations and influences that might lead them to become delinquents. Delinquency is an infectious disease. Children get exposed to it, may get infected; and some get sick. For them a cure is needed before it becomes chronic; and the school should help all children, particularly the weaker ones, to resist delinquency producing influences, and thus immunize them. This is necessary by the school because the church and the home now have become less influential than they formerly were.

Nobody speaks of sins anymore. God has been discredited; or even declared dead by some people. There are no sins anymore. No sins anymore. At least there are no individual sins. But there are collective sins, both of commission and of omission. The neglect of delinquent little children by society is a collective sin of omission. We are all guilty of this public neglect. "We have left undone those things which we ought to have done, and there is no health in us."

Some of the people who are aware of this, fold their hands, acquiesce and say nothing. They think that nothing can be done. Others say that the schools were initially instituted by the citizens, and that they are now supported by the citizens, and that the citizens can do something about them. An indignant public could get something done.

Thanks to the owners of the copyrights on material reviewed, quoted or discussed herein.

This memorandum chiefly consists of comments and references to known works published by competent workers in the field, and it also contains some of my own opinions.

I would welcome and appreciate criticism of this.

Sincerely,

Frank M Darrow

Frank M. Darrow, B.Ed., M.A.

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ADDENDUM

Instead of presenting the reader with personal matters in an introduction, I am adding them here.

This memorandum was partly written to record my own ignorance on matters of juvenile delinquency until I read some books referred to in the foregoing. The reader probably noticed at once that I am not a man of letters. There is much (probably unnecessary) repetition in it. After following chemical engineering for a number of years I went back to college and obtained a Bachelor of Education degree and a California General Elementary Teaching Credential. I taught elementary school for several years and am now retired.

As part of the requirements for the Education degree, I took courses in Child Psychology and Child Growth and Development. In those courses I remember having heard lectures on the work of Freud, of Piaget and of Havighurst's Developmental Task for which he is well-known; but I do not remember hearing about his work in attempting to observe and record the growth of the character in children as they progressed from the age of ten to sixteen. It was some time later that I obtained and read The Psychology of Character Development (1960) by Peck, R. F. and Havighurst, R. J. previously referred to. After teaching elementary school for several years, I went back to college to graduate school in the year 1970 and obtained the M.A. degree with social sciences (chiefly psychology) major in the year 1971. As part of my required graduate work, I took a course in criminology, and it was in that course that I first heard of the work of Drs. Sheldon and Eleanor Glueck who made an intensive comparative study of 1,000 boys, half of them delinquent and half of them not delinquent, to determine the ages at which delinquent tendencies first become observable. As previously mentioned, their work was summarized in the publication, Delinquents In The Making (1952) by Sheldon and Eleanor Glueck.

Later I also read some of the work of the late Eric Berne. I consider all the above mentioned works

very important. It seems strange that I (or anyone) could get a baccalaureate degree in Education, as I did, and a credential to teach public schools without having studied those books. If it could happen to me, probably it has happened to others, probably many other teachers (and even some principles and school superintendents and trustees) are in the school system right now without being acquainted with those published works. I think they should be required reading for all candidates for an elementary school teaching credential and for school supervisors and trustees. Those books helped me see how delinquents got that way, when they got started and how they might be corrected. Those books also would be good informative reading for parents and others interested in children. I should have read them long ago.

Most lawyers, criminologists and social scientists, and some others when they were in college have studied those landmark works of the Gluecks, but I don't think many school personnel have studied them.

There may be other similar works more recently published and available, but I do not know about them.

OTHER BOOKS BY THE SAME AUTHOR

Sex ethics for Survival (1968)

Life Styles and Sex (1971)

Middle Childhood and Future Life Styles (1972)

Wife Styles and Life Styles (1974)